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The biggest influences in my decision to become a teacher are my Elementary school principle, Mrs. Mary Martin, and my own mother. My early years of education were a struggle for me socially and mentally. My own anger made it difficult for me to build relationships with my peers, and it ultimately spilled over and began affecting my ability to functioning in the classroom. Many might have labeled me as a lost cause or a problem child, but Mrs. Martin supported me every step of the way and helped me learn to manage my frustrations and ultimately I was able to thrive both socially and academically. While at the time I had not made a final decision on whether or not I wanted to teach, I knew that I wanted to become a support system for youths, just as Mrs. Martin had been for me.

My mother has, without a doubt, been the biggest influence in my decision to become a teacher. At all the times I felt lost or unsure, my mother has reminded me of what is important and truly seems to know me better than I know myself sometimes. When she suggested I pursue becoming a teacher, it was like the final lock clicking into place. She helps me remember my passion for English and literature at times when I feel my own confidence waning, and has stood by me, and will continue to, throughout my academic journey.

As I mentioned before, English and literature have always been my biggest passions. When reading alone couldn’t quite satisfy me, I turned to writing, which became one of my greatest loves. While I know not everyone is as receptive to English and writing as I am, I stand by my belief that they can be wonderful outlets for many levels of problems. Jr. High and High School is a very difficult time, and some are less forthcoming than others. While I still want to become a figure of support, I also want to open up the world of literature to young adults who may feel they cannot connect to reading, or feel what they write doesn’t matter.

I learn best when I am given clear, straightforward direction, with a clear expectation of when it should be done. This is the same structure I will run instruction in my classroom with, so as to satisfy those to learn the same way, and to help input structure in the learning habits of those who might not have had it previously. I am also a very visual learner and need to take time to take in information before I feel comfortable discussing or contributing. What this means for my classroom is carefully going over the information, reviewing when I feel there is not complete comprehension, and offering a variety of resources for notes and pre-class reading for preparation.

By no means do I expect to be instantaneously accepted by students, and my greatest fear is becoming the teacher students dread having and parents go out of their way to make sure their child isn’t in my class. However, I also do not want to let myself be seen as weak willed or easy to walk on. I also expect that my peers will not instantaneously see beyond my “student” status. While at first I might find it a good safety net, and will certainly be appreciative for their help and concern, I worry that I will be stuck there and not warranted the same professional respect.

What I expect to get out of this course is a basic run-through of how to be a teacher. I hope to learn disciplinary tactics, how to write a lesson plan, and how to deal with diversity in the classroom, specifically racial and socioeconomic diversity because I lack experience in that area. I see this class as being a real solidifier on my decision to become a teacher, and will help me to finalizing my decision to work with teenagers and young adults.